

Unit 3 READING - *Interpreting Dystopian Novels*

Overview

The literary genre of Dystopian, while not new, has made a significant resurgence in young adult literature. In this warped version of a utopia, the structure of a government-designed society is the antagonist in the story. As students enter into these dark worlds where the protagonists must struggle for physical and/or moral survival, they explore the way authors alter our world to create the strange new world of dystopian texts. Through their interpretation of how the setting affects the characters, students will examine the social commentary the author is making while they also uncover universal themes.

Throughout this unit, students will be using information from the text to support their analysis of how the specific dystopian setting affects the story and how the author’s message is delivered to readers to make some kind of social commentary. Finally, students will make connections among our world, the world the author has created, and history to demonstrate an understanding of the social issues the author is highlighting in the text.

Reading Skills: Interpreting

21st Century Capacities: Analyzing, Synthesizing

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[CCSS.ELA-LITERACY.RL.8.1](#)

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RL.8.2](#)

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.8.3](#)

Transfer:

Students will be able to independently use their learning in new situations to...

1. Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Analyzing)
2. Evaluate the author’s message and purpose citing text evidence to support conclusions. (Analyzing)
3. Compare and contrast literary patterns across texts to engage with traditional characters, motifs, and lessons (Analyzing, Synthesizing)

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Dystopian literature has elements specific to the genre.

ESSENTIAL QUESTIONS: *Students will explore and address these recurring questions:*

- A. What is this text really about? What are the *real* issues here?

Grade 8 ELA Curriculum

<p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<ol style="list-style-type: none"> 2. Dystopian literature explores the dynamics of power in society. Readers will understand oppression and rebellion, who has the power and why, and who does not. 3. Authors convey elements of social commentary through dystopian literature. 	<p>B. How do the elements of dystopian literature affect the development of the story? C. Unit Focus: How does your novel function as social commentary on contemporary social issues?</p>
<p>CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	Acquisition:	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Definitions of utopia, dystopia, universal truth. 2. Elements of dystopian literature including the oppressive government-designed society, the hero's struggle to survive, the repression of knowledge and independence, strict social classes, isolation from nature, and the possibility of a social group outside of state control. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. supporting and elaborating on their interpretation with description and detail 2. identifying universal truths with evidence from the text 3. recognizing elements of dystopian literature 4. making connections between a dystopian world and our world (present day or historical)